

13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions in Kentucky.

RELATES TO: KRS 156.160, 158.6451, 158.6453, 164.001, 164.020 (5), (8), 164.030

STATUTORY AUTHORITY: KRS 164.020(8)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(8) requires the council to set the minimum qualifications for admission to the state-supported postsecondary education institutions. It is the intent of the council that all prospective students have available to them an opportunity for postsecondary education appropriate to their interests and abilities. This administrative regulation establishes the minimum qualifications related to admission at state-supported postsecondary education institutions.

Section 1. Definitions. (1) "Adult learner" means a student who is twenty-one (21) years of age or older.

(2) "Certified, non-public school" means a Kentucky non-public school that has been granted certification by the Kentucky Board of Education.

(3) "Council" is defined by KRS 164.001(8).

(4) "Developmental course" means a college or university class or section that prepares a student for college-level study and does not award credit toward a degree.

(5) "Institution" means a state-supported postsecondary education institution as defined in KRS 164.001(12).

(6) "KCTCS" means the Kentucky Community and Technical College System as defined in KRS 164.001(13).

(7) "Pre-college curriculum" means completion of:

(a)1. The Kentucky minimum high school graduation requirements; or

2. Other approved course of study established in 704 KAR 3:305; and

(b)1. Two (2) units of a single world language; or

2. Demonstration of a world language proficiency.

(8) "Student eligible to pursue a GED®" means a student who has met the federal ability to benefit guidelines established in 34 C.F.R. 668.141 to 668.156 pursuant to 20 U.S.C. 1091(d).

(9) "Supplemental course or program" means a college or university class, additional class hours, tutoring, or mentoring beyond that required for a student who meets the system-wide standards for readiness.

(10) "System-wide standard" means an ACT Assessment sub-score of eighteen (18) in English, nineteen (19) in mathematics, or twenty (20) in reading.

Section 2. Minimum Qualifications for Institutional Admission as a First-time Student to a State-supported University. (1)(a) Except as provided by paragraph (b) of this subsection, an applicant who is a resident of Kentucky and who seeks admission to a Kentucky state-supported university shall have fulfilled the minimum requirements for admission to a baccalaureate degree program if the applicant has met the admission criteria established by the institution and:

1. Graduated from a public high school or a certified non-public high school;

2. Completed the pre-college curriculum; and

3. Taken the ACT Assessment.

(b) An applicant who has earned a high school general equivalency diploma (GED®) or who is a graduate of a Kentucky based non-certified non-public high school, including a home school, shall have fulfilled the requirements for admission to a baccalaureate program by meet-

ing the admission criteria established by a university, in writing, and by taking the ACT Assessment and by scoring at levels established by the university.

(c) Notwithstanding the provisions of paragraphs (a) and (b) of this subsection, a university may substitute the SAT for the ACT Assessment. A university may substitute the ACT RESIDUAL, ASSET Testing Program, COMPASS Testing Program, KYOTE Testing Program, or ACCUPLACER Testing Program for the ACT Assessment requirement for an adult learner.

(2) A non-resident shall have fulfilled the minimum requirements for admission to a baccalaureate degree program at a university if the applicant has met the admission criteria established by the institution and:

(a) Completed a college preparatory curriculum comparable to Kentucky's pre-college curriculum; and

(b) Taken the ACT Assessment or the SAT Assessment.

(3)(a) A university may admit a student who has not met the testing requirements of subsection (1)(a)(3), (1)(b), or (2)(b) of this section if the university has a written policy defining the circumstances that authorize the testing to be delayed.

(b) A university admitting a student under paragraph (a) of this subsection shall satisfy the provisions of subsection (1)(a)(3), (1)(b), or (2)(b) of this section during the first semester of enrollment.

(4) Except as provided in subsection (5) or (6) of this section, the requirement to complete the pre-college curriculum shall apply to:

(a) A first-time university student pursuing a baccalaureate degree with or without a declared major;

(b) A university student who is already enrolled and who is converting from non-degree status to baccalaureate degree status;

(c) A student changing from certificate or associate degree status to baccalaureate degree status; or

(d) A student transferring from another institution who has been admitted to baccalaureate degree status by a state-supported university.

(5) A university shall accept a waiver of a pre-college curriculum course if:

(a) A student is unable to complete the course because of a physical handicap;

(b) The school district superintendent or designee verifies that a student's handicapping condition prevents the student from completing the course in question; and

(c) The student completes a course substituted by the local school in accordance with 704 KAR 3:305, Section 3(2).

(6) The requirement to complete the pre-college curriculum as established in subsection (1)(a)2. of this section shall not apply to:

(a) An adult learner;

(b) A student entering baccalaureate degree status with twenty-four (24) or more semester credit hours applicable to a baccalaureate degree with a grade point average (GPA) of at least 2.00 on a 4.00 scale;

(c) Active duty military personnel, their spouses, and their dependents;

(d) A student enrolled in a community or technical college or a community college type program at a university;

(e) A non-resident student subject to the provisions of subsection (2) of this section; or

(f) An international student.

(7) A university may establish, in writing, additional admission criteria to supplement these minimum requirements.

(8) An applicant granted early admission to a university shall be exempt from the requirement of meeting the pre-college curriculum as set forth in subsection (1)(a)2. of this section.

(9) A university may admit a person who does not meet the entrance requirements established in this section for the purpose of enrolling in a college course or courses as a non-degree student.

(10) A state-supported university that admits a student in an associate or baccalaureate degree program who does not meet the system-wide standards of readiness for English, mathematics, or reading shall use a placement exam to place the student in the proper course. If the student scores below the system-wide standard of readiness in English, mathematics, or reading as outlined in the College Readiness Indicators document incorporated by reference, a university shall place the student in an:

(a) Appropriate developmental course in the relevant discipline within two (2) semesters following a student's initial enrollment; or

(b) Appropriate entry-level college course within two (2) semesters following a student's initial enrollment, if the course is a supplemental course or program.

(11)(a) A student shall not be required to enroll in a developmental or supplemental course in English if the student has:

1. A sub-score on the ACT Assessment of eighteen (18) or higher;

2. Met an English benchmark placement score outlined in the College Readiness Indicators document;

3. Successfully completed a high school English transitional course or intervention program and met the system-wide English benchmark for readiness outlined in the College Readiness Indicators document; or

4. Successfully completed a developmental or supplemental English course at a public postsecondary education institution if the course meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(b) A student shall not be required to enroll in a developmental or supplemental mathematics course if the student is enrolling in a liberal arts mathematics course, and has:

1. A sub-score on the ACT Assessment of nineteen (19) or higher;

2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness Indicators document;

3. Successfully completed a high school mathematics transitional course or intervention program and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course outlined in the College Readiness Indicators document; or

4. Successfully completed a developmental or supplemental mathematics course at a state-supported postsecondary education institution that meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(c) A student shall not be required to enroll in a developmental or supplemental course in college algebra if the student has:

1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;

2. Met a college algebra mathematics benchmark placement score outlined in the College Readiness Indicators document; or

3. Successfully completed a developmental or supplemental mathematics course at a state-supported postsecondary education institution that meets the system-wide learning outcomes for college algebra identified in the College Readiness Indicators document.

(d) A student shall not be required to enroll in a developmental or supplemental course in reading if the student has:

1. A sub-score on the ACT Assessment of twenty (20) or higher;

2. Met a reading benchmark placement score outlined in the College Readiness Indicators document;

3. Completed twelve (12) hours of reading intensive work at a postsecondary education institution;

4. Successfully completed a high school reading transitional course or intervention program and met the system-wide English benchmark for readiness outlined in the College Readiness Indicators document; or

5. Successfully completed a developmental or supplemental reading course at a state-supported postsecondary education institution that meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(e) A student who scores twenty-seven (27) or higher on the ACT Assessment in mathematics shall be permitted to enroll in a credit-bearing calculus course.

(f) A student who demonstrates a level of competence by achieving the standards established in the College Readiness Indicators document, and by achieving the scores contained in paragraphs (a) through (e) of this subsection shall be guaranteed placement in credit-bearing course work.

(12) An adult learner who has been admitted without taking the ACT Assessment or the SAT shall be placed into an appropriate course based on the following tests:

(a) The ACT Residual Test

(b) The ASSET Testing Program;

(c) The COMPASS Testing Program;

(d) The KYOTE Testing Program;

(e) The ACCUPLACER Testing Program; or

(f) An institutional placement test.

(13) An institution shall be responsible for determining the remediation required including the number of developmental courses required.

(14) An institution shall enroll a student who scores below the state-wide readiness standards in an appropriate developmental or entry-level course until readiness for credit-bearing courses has been demonstrated. An institution shall ensure that a student who completes a developmental or supplemental course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an appropriate course requiring college-level reading skills.

(15) A university shall report to the Council data that monitors the performance of first-time students in developmental and entry-level courses. The core elements of the first-time student performance monitoring system shall include:

(a) ACT or SAT scores;

(b) Institutional placement exam results;

(c) Information that identifies whether a course is developmental, entry-level, or entry-level with supplementary academic support provided; and

(d) Grades in developmental entry-level courses.

Section 3. Minimum Qualifications for Institutional Admission as a First-time Student to the Kentucky Community and Technical College System (KCTCS). (1) Except as provided by paragraph (b) of this subsection, an applicant who is a resident of Kentucky and who seeks admission to a community and technical college degree program established by the Kentucky Community and Technical College System may be admitted if the applicant has:

(a) Graduated from a public high school or certified non-public high school; or

(b) Earned a general equivalency diploma (GED®).

(2) A non-resident applicant who has earned a high school general equivalency diploma (GED®) or an applicant who is a graduate of a Kentucky based non-certified non-public high school, including a home school, shall have fulfilled the requirements for admission to a community or technical college by meeting the admission criteria established by KCTCS.

(3) KCTCS may waive the requirement to take the GED® as set forth in subsection (1)(b) of this section pursuant to a written policy published by KCTCS.

(4) KCTCS may admit a person who does not meet the entrance requirements established in this section for the purpose of enrolling in a college course or courses as a non-degree student.

(5) KCTCS, in admitting a student to a degree program who does not meet the system-wide standards of readiness for English, mathematics, or reading, shall use a placement exam to place the student in the proper course. If the student scores below the system-wide standard of readiness in English, mathematics, or reading as outlined in the College Readiness Indicators document incorporated by reference, the institution shall place the student in an:

(a) Appropriate developmental course or adult education course of study in the relevant discipline within two (2) semesters following a student's initial enrollment; or

(b) Appropriate entry-level college course within two (2) semesters following a student's initial enrollment, if the course is a supplemental course or program.

(6)(a) A student shall not be required to enroll in a developmental or supplemental course in English if the student has:

1. A sub-score on the ACT Assessment of eighteen (18) or higher;

2. Met an English benchmark placement score outlined in the College Readiness Indicators document;

3. Successfully completed a high school English transitional course or intervention program and met the system-wide English benchmark for readiness outlined in the College Readiness Indicators document; or

4. Successfully completed a developmental or supplemental English course at a state-supported postsecondary education institution if the course meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(b) A student shall not be required to enroll in a developmental or supplemental mathematics course if the student is enrolling in a liberal arts mathematics course, and has:

1. A sub-score on the ACT Assessment of nineteen (19) or higher;

2. Met a liberal arts mathematics benchmark placement score outlined in the College Readiness Indicators document;

3. Successfully completed a high school mathematics transitional course or intervention program and met the system-wide mathematics benchmark for readiness for a mathematics liberal arts course outlined in the College Readiness Indicators document; or

4. Successfully completed a developmental or supplemental mathematics course at a state-supported postsecondary education institution that meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(c) A student shall not be required to enroll in a developmental or supplemental course in college algebra if the student has:

1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;

2. Met a college algebra mathematics benchmark placement score outlined in the College Readiness Indicators document; or

3. Successfully completed a developmental or supplemental mathematics course at a state-supported postsecondary education institution that meets the system-wide learning outcomes for college algebra identified in the College Readiness Indicators document.

(d) A student shall not be required to enroll in a developmental or supplemental course in reading if the student has:

1. A sub-score on the ACT Assessment of twenty (20) or higher;
2. Met a reading benchmark placement score outlined in the College Readiness Indicators document;
3. Completed twelve (12) hours of reading intensive work at a postsecondary education institution;
- or intervention program and met the system-wide English benchmark for readiness outlined in the College Readiness Indicators document; or
5. Successfully completed a developmental or supplemental reading course at a state-supported postsecondary education institution that meets the system-wide learning outcomes identified in the College Readiness Indicators document.

(e) A student who scores twenty-seven (27) or higher on the ACT Assessment in mathematics shall be permitted to enroll in a credit-bearing calculus course.

(f) A student who demonstrates a level of competence by achieving the standards established in the College Readiness Indicators document, and by achieving the scores contained in paragraph (a) through (d) of this subsection shall be guaranteed placement in credit-bearing course work.

(7) An adult learner who has been admitted without taking the ACT Assessment or the SAT may be placed into an appropriate course based on the following tests:

- (a) The ACT Residual Test;
- (b) The ASSET Testing Program;
- (c) The COMPASS Testing Program;
- (d) The KYOTE Testing Program;
- (e) The ACCUPLACER Testing Program; or
- (f) An institutional placement test.

(8) An institution shall be responsible for determining the remediation required including the number of developmental courses required.

(9) An institution shall enroll a student who scores below the state-wide readiness standards in an appropriate developmental or entry-level course until readiness for credit-bearing courses has been demonstrated. An institution shall ensure that a student who completes a developmental or supplemental course shall enroll in a credit-bearing course in that subject or discipline, or in the case of reading, in an appropriate course requiring college-level reading skills.

(10) KCTCS may exempt students enrolled in selected occupational based certificate or diploma programs from an assessment and placement in English, mathematics, or reading. The list of certificate and diploma programs that exempt students from the required assessment and placement shall be published by KCTCS in the student catalog.

(11) KCTCS shall report to the Council data that monitors the performance of first-time students in developmental and entry-level courses. The core elements of the first-time student performance monitoring system shall include:

- (a) ACT or SAT scores;
- (b) Institutional placement exam results;
- (c) Information that identifies whether a course is developmental, entry-level, or entry-level with supplementary academic support provided; and
- (d) Grades in developmental entry-level courses.

Section 4. Transfer Students. (1) The council's General Education Transfer Policy and Implementation Guidelines, incorporated by reference, shall direct an institution's policy on the acceptance of transfer credits.

(2) An institution shall assure that a transferring student receives academic counseling concerning the transfer of credit among institutions.

(3) A university or the KCTCS, consistent with the provisions of subsection (1) of this section, shall accept a student's college credit earned when a course is taken both for high school credit and college credit. Credit earned through a dual enrollment arrangement shall be treated the same as credit earned in any other college course.

Section 5. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "General Education Transfer Policy and Implementation Guidelines", 2011, Council on Postsecondary Education; and

(b) College Readiness Indicators, 2010.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, Monday through Friday, 8 a.m. to 4:30 p.m. (11 Ky.R. 1689; eff. 6-4-85; Am. 15 Ky.R. 2411; 16 Ky.R. 159; eff. 8-5-89; 17 Ky.R. 2466; 2975; eff. 5-3-91; 18 Ky.R. 3491; eff. 8-1-92; 25 Ky.R. 1428; 1899; 2118; eff. 3-1-99; 26 Ky.R. 1987; 27 Ky.R. 190; eff. 8-14-2000 34 Ky.R. 108; 590; 961; eff. 12-7-2007; 35 Ky.R. 1812; 2398; eff. 6-5-09; 38 Ky.R. 804; 1163; 1288; eff. 2-3-2012.)